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ABSTRACT

This compilation of models for the utilization of instructional teleconferencing begins with narrative information from the final report of the Inter-Institutional Instructional Teleconferencing for Indiana School Personnel Serving Handicapped Children Project, a collaborative venture undertaken by Purdue University and the Lafayette School Corporation to explore the application of the speaker telephone in continuing education. Descriptions of a speaker telephone-delivered graduate course and three 90-minute non-credit topical seminars on topics related to communication disabilities are included. Attached materials provide examples of instructional teleconferencing use in elementary and secondary education in the Lafayette School Corporation. These materials include newspaper articles on exemplary applications of the medium, a copy of an application for grant renewal, copies of two issues of the Educational Teleconferencing Newsletter, log sheets of speaker telephone activities, a checklist of procedures for using instructional teleconferencing, and a schedule of 1988 teleconferences for children in grades 1-5 with authors, illustrators, and others. (GL)

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INSTRUCTIONAL TELECONFERENCING

MODELS FOR ENHANCING THE QUALITY OF EDUCATION

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Lafayette (IN) School Corporation

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INSTRUCTIONAL TELECONFERENCING

IN

HIGHER EDUCATION

PURDUE UNIVERSITY

DEPARTMENT OF AUDIOLOGY
AND SPEECH SCIENCES

INSTRUCTIONAL TELECONFERENCING

Purdue University's Department of Audiology and Speech Sciences in cooperation with Continuing Education has been utilizing multi-point, one-way video/two-way audio telecommunication to deliver continuing education (CE) for over fifteen years. The Purdue Interactive Television Series on the Communicatively Handicapped was initiated in 1968 and to date has delivered 35,000 contact hours of live television instruction and 48,000 contact hours of instruction through videotape distribution. The project delivers live telecasts, credit and non-credit, to nineteen centers throughout Indiana via the Indiana Higher Education Telecommunication System.

More recently, Purdue was awarded a seven year grant, funded by the Indiana Department of Education, Division of Special Education, which explored the application of speaker telephone as a viable cost-, time- and energy-efficient CE model. Each participating local education agency received a Darome speaker telephone and assistance in developing its own CE program based on staff needs. Instruction was provided by over 250 speakers from throughout the United States. The project delivered 5,377 live contact hours of instruction to personnel serving the handicapped in sixty-four Indiana public school special education programs. Of the 2,438 evaluation forms completed by participants, 87% agreed that speaker telephone continuing education was excellent. Cost analysis revealed that speaker telephone CE resulted in a 55% savings over travel (food/lodging excluded) cost associated with traditional face-to-face instruction. The project was expanded to assist Ball State University, Indiana University, Indiana University at South Bend, Indiana State University and Purdue special education training programs in utilizing this audio teleconferencing network to deliver graduate level courses directly to the schools.

The department's leadership in developing instructional teleconferencing has resulted in extra-mural funding in excess of $461,000.

In September of 1982 Purdue became a member of SpecialNet, a national computer-based instant-communication network that is accessed by telephone. The system provides local, state and federal education agencies, university training programs, resource centers, and special handicapped projects across the country with electronic mail service and a special education information database. With the acquisition of SpecialNet, Purdue Audiology and Speech Sciences became the only university training program of its kind to be actively utilizing all three modes of teleconferencing (interactive television, speaker telephone and computer). Audiology and Speech Sciences in cooperation with Purdue's Department of Education, have been invited to deliver a graduate course to special educators in Micronesia. The use of all three modes of instructional teleconferencing for the course were instrumental in accommodating the time difference in the Western Pacific.

To complement speaker telephone instruction, Audiology and Speech Sciences has acquired two Photophones which send and receive quality black and white still (freeze frame) TV pictures over regular, dial-up telephone lines. Images of people, objects, text or drawings can be easily sent with out technical knowledge, or special telephone charges.

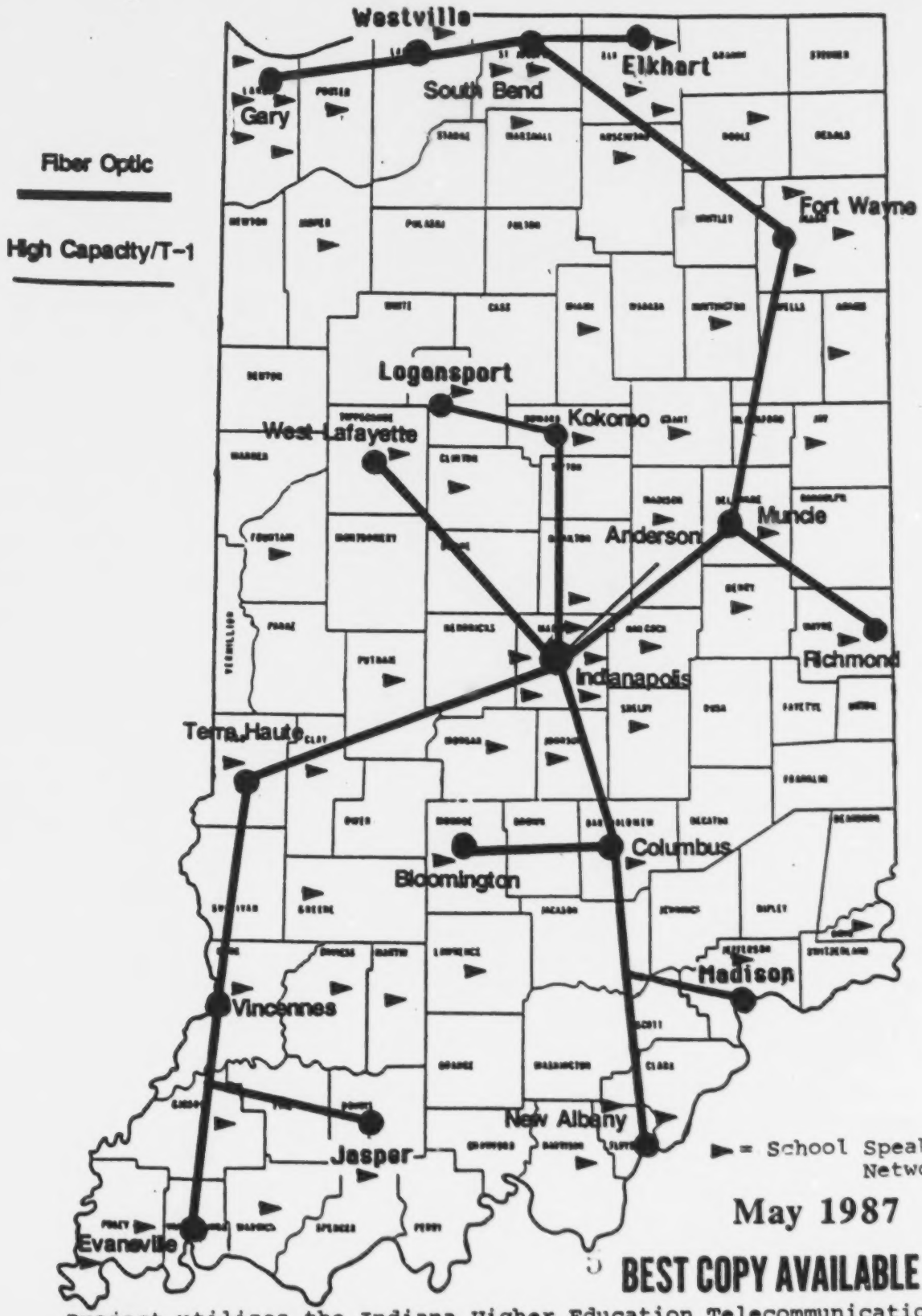
Plans are currently being developed for integrating these teleconferencing modes into a national/international Satellite Speech Pathology and Audiology Continuing Education (SSPACE) program.

Robert G. Showalter, M.A.
Associate Professor and Projects Director

M.D. STEER AUDIOLOGY AND SPEECH-LANGUAGE CENTER
HEAVILON HALL • WEST LAFAYETTE, IN 47907 • (317) 494-3785

PURDUE UNIVERSITY INTERACTIVE TELEVISION SERIES ON THE COMMUNICATIVELY HANDICAPPED

RECEPTION SITES



May 1987

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Project utilizes the Indiana Higher Education Telecommunication System

INSTRUCTIONAL TELECONFERENCING

IN

ELEMENTARY/SECONDARY EDUCATION

INTER-INSTITUTIONAL
INSTRUCTIONAL TELECONFERENCING
FOR
INDIANA SCHOOL PERSONNEL SERVING HANDICAPPED CHILDREN

FINAL REPORT - FY 1987

Project No. 875-59

INDIANA DEPARTMENT OF EDUCATION

H. DEAN EVANS

Superintendent of Public Instruction

PAUL ASH

Director of Special Education

Project Director

Robert G. Showalter

Associate Professor

Audiology and Speech Sciences

Purdue university

West Lafayette, Indiana

October 17, 1988

Gaps and Weaknesses:

Purdue University, with support funds from the Indiana Department of Education, Division of Special Education, has, since 1979, sponsored a project to explore the application of speaker telephone as a viable cost-, time-, and energy-efficient continuing education model for personnel serving handicapped children in Indiana schools. In Phase I of the project sixty-four Local Education Agencies (LEA's) participated. Each LEA developed there own annual speaker telephone continuing education program based on local needs and using the consultants of their choice. The project provided 5,377 contact hours of instruction utilizing over 250 consultants/speakers from throughout the United States.

Evaluation data strongly supported the use of speaker telephone as an effective CSPD model. Of the 2,438 evaluations completed by LEA staff participating in the project:

---87 per cent agreed that the speaker telephone project was excellent.

---78 per cent agreed they were immediately able to relate information provided to their work with handicapped children.

Cost analysis revealed the speaker telephone continuing education project resulted in at least a 55 per cent savings over the traditional face-to-face model of continuing education. Of the sixty-four LEA's participating in the project, sixty-two elected to continue utilizing the speaker telephone model using LEA funds.

However, there is more that can be done if we were to realize the full potential of a state-wide instructional teleconferencing program. We needed to actively involve the institutions of higher education by providing assistance in developing continuing education which can be delivered directly to Indiana school personnel serving handicapped children.

This report describes Funding Year 1987 instructional teleconferencing activities. The focus of the FY 87 project was; 1) to explore innovative applications for the Indiana speaker telephone network by offering both graduate credit course instruction and single-topic ninety minute non-credit teleconferences, 2) to make available to LEA's a teleconferencing consultant/resource person who can provide technical and organizational support, 3) and to assist state university special education training programs in developing graduate level courses to be delivered directly to Indiana LEA's via speaker telephone.

This value of instructional teleconferencing will likely be most dramatic during the next five years as we experience the full impact of the Indiana's mandatory continuing education requirement for school certification. Also, instructional teleconferencing has the potential to make a significant contribution to the dissemination of information necessary to the implementation of P.L. 99-457.

While instructional teleconferencing is recognized as an important continuing education model, the project will continue to need:

1) a consultant/advocate to serve as project director. The director will be responsible for coordinating programs to reflect recognized state CSPD needs to avoid duplication of activities. The director will also serve as a resource consultant, helping the universities and LEA's solve their technical problems and to develop effective instructional strategies. If instructional teleconferencing is going to realize its full potential, there

must be an advocate/resource person who will provide ongoing assistance to the schools and higher education.

University faculty may be willing to teach telecourses. However, they have neither the time nor inclination to be involved in the technical/administrative aspect of telecourse development. Further, in each of the 62 LEA's we have trained an individual how to develop and conduct instructional teleconferences, but they will need assistance when they have planning or equipment problems. If there is staff turnover, directors may need assistance in training new coordinators. As the universities and LEA's pursue their own institutional teleconferencing objectives, the consultant would be responsible for assisting and evaluating the project from a State of Indiana perspective. The goal would be to assist in coordinating services in order to avoid duplication and to provide direction based on identified State educational needs

2) some limited funding assistance to the State universities in announcing course offerings and with some technical/instructional needs.

Objectives and Activities:

During Funding Year 1987, the project offered one speaker telephone graduate credit course and three ninety minute non-credit topical teleconferences. The graduate course was:

PURDUE UNIVERSITY

Department of Audiology and Speech Sciences

SPEAKER TELEPHONE GRADUATE COURSE

AUS 590

CURRENT TRENDS IN AMPLIFICATION AND AUDITORY MANAGEMENT

FOR

HEARING IMPAIRED CHILDREN

CARL A. BINNIE, PH. D., CCC-A
DIRECTOR
PURDUE AUDIOLOGY CLINIC

MARY T. CACCAVO, PH.D., CCC-A
HEARCARE
AUDIOLOGY & HEARING AID CENTER

COURSE OBJECTIVES: This course is intended for speech-language pathologists, audiologists, teachers of the hard of hearing and other specialists working with hearing impaired children. It will be concerned with audiological management of these children. Special emphasis will be given to the following topics: a) hearing aid candidacy, b) trends in hearing aid selection, testing, evaluation and validation, c) hearing aid maintenance, d) creating an acceptable acoustic climate, and e) diagnostic information which will be helpful in planning audiological rehabilitation.

TIME: TUESDAYS & THURSDAYS, 4:00 - 6:00 P.M. EST (Indpls.)

DATES: October 1,6,8,13,15,20,22, 1967

FEE: $68 In-State, One (1) semester hour. Participants have the option to register for an additional credit hour of independent study. Independent study activity will be developed by the participant to meet his/her individual professional needs. Participants may register for credit/grade, or audit/no grade. Fee required for either option. Registration during second class session. Reception centers will be limited. Number of registrants per reception center will be significant factor in center selection. Participants planning to apply course credit(s) toward an advanced degree should have prior approval from institution awarding degree. **Share this announcement with your colleagues.**

SPEECH-LANGUAGE PATHOLOGIST AND AUDIOLOGISTS MAY RECEIVE ASHA AND/OR IBESPA CONTINUING EDUCATION HOURS (1.5 CEUs)

LOCATION: Speaker telephone room located in your school corporation/ cooperative(LEA). Course participants may choose, with appropriate LEA approval, to meet in an alternate location. The speaker telephone is easily portable and connects to any modular or four-prong telephone jack. Loaner speaker telephones are available on a limited basis for those few LEAs without equipment. All persons responding to this announcement and Directors of Special Education at receive sites will be notified at least one week before class begins.

IMPORTANT:

1. Return the form below as soon as possible.
2. Call the office of your director of special education so s/he may determine the level of staff interest.

RETURN TO: R. G. Showalter, Audiology & Speech Sciences
Purdue University
West Lafayette, IN 47907 (317) 494-3793

The graduate course offered participants one of the following options: 1. Credit with grade , 2. Credit pass/no pass 3. No credit, Audit. To assure maximum learning and instructor/participant interaction:

1. Participants were offered one additional credit hour of independent study. The objective was to develop an activity/project which provides the opportunity to integrate course information directly to the on-the-job needs of the course participant.
2. The instructor maintained a toll-free telephone hotline in which participants could have private conferences with instructor(s).
3. All instructional sessions were recorded and were available to participants who may have been absent or wished to review material.

A participant at each LEA reception site was invited to act as site coordinator.

Three single-topic ninety minute audio-teleconferences were offered in which Indiana Department of Education, Division of Special Education staff were invited to serve as moderators. They were:

WEDNESDAY, APRIL 6 4:30-6:00 P.M. EST(INDPLS)

LEAST RESTRICTIVE ENVIRONMENT -- WHAT, WHY and HOW?

Barbara Wilcox, Ph.D.,
Associate Professor and Director
Indiana Least Restrictive Environment Project
Indiana University

Moderator:

Carol Eby, M.A.

Coordinator, CSPD Project

Division of Special Education

Indiana Department of Education

PARTICIPATING LOCAL EDUCATION AGENCIES

(Indianapolis telephone bridge connect number - 317 263-8800)

ANDERSON COMMUNITY SCHOOLS

George Pentz, Teleconference Coordinator

HAMILTON-BOONE-MADISON SPECIAL SERVICES COOPERATIVE

Bud Nowicki, Teleconference Coordinator

LAFAYETTE SCHOOL CORPORATION

Carol Czaja, Teleconference Coordinator

LOGANSPORT AREA JOINT SERVICES

Nancy Hefley, Teleconference Coordinator

M.S.D. WARREN TOWNSHIP

David Jann, Teleconference Coordinator

NORTHEAST INDIANA SPECIAL COOPERATIVE

Jim Taylor, Teleconference Coordinator

NORTHWEST INDIANA SPECIAL EDUCATION COOPERATIVE

Gwenn Sciackitano, Teleconference Coordinator

PLAINFIELD COMMUNITY SCHOOL CORPORATION

Marti Eger-Brown, Teleconference Coordinator

R.I.S.E. SPECIAL SERVICES

Chuck Ellis, Teleconference Coordinator

WEDNESDAY, APRIL 27, 1988 4:30-6:00 P.M. EST (INDPLS. TIME)

IMPROVING SCHOOL-BASED SERVICES FOR EMOTIONALLY HANDICAPPED YOUNGSTERS

Dr. Steve Forness, Professor and
Special Education Director
UCLA Neuropsychiatric Institute
Los Angeles

Dr. James Kauffman, Professor
Department of Special Education
University of Virginia
Charlottesville

Moderator: Dr. Lewis Polsgrove
Professor of Education and Director
Center for Innovation in Teaching the Handicapped
Indiana University

M.S.D. WARREN TOWNSHIP

David Jann, Teleconference Coordinator

NORTH CENTRAL INDIANA SPECIAL EDUCATION COOPERATIVE

Donald Pinnick, Teleconference Coordinator

NORTHEAST INDIANA SPECIAL COOPERATIVE

Jim Taylor, Teleconference Coordinator

PLAINFIELD COMMUNITY SCHOOL CORPORATION

Marti Eger-Brown, Teleconference Coordinator

RENSSELAER AREA COOPERATIVE SCHOOL SERVICES

Penny Bardoczi, Teleconference Coordinator

PURDUE UNIVERSITY, DEPT. OF AUDIOLOGY & SPEECH SCIENCES

Bob Showalter, Teleconference Coordinator

OUT-OF-STATE GUESTS

POSITIVE EDUCATION PROGRAM, CUYAHOGA BOARD OF EDUCATON

CLEVELAND, OHIO

FRIDAY SEPTEMBER 23, 1988 1:30 TO 3:00 PM EST

MEETING THE NEEDS

OF

COMMUNICATIVELY HANDICAPPED

3-5 YEAR OLD CHILDREN

A PANEL DISCUSSION AND OPEN FORUM

PARTICIPATING EDUCATION AGENCIES

(Indianapolis telephone bridge connect number - 317 263-8800)

INDIANA DEPT. OF EDUCATION, DIV. OF SPECIAL EDUCATION

Kathi Miklik

FORT WAYNE COMMUNITY SCHOOLS

William V. Myers, Teleconference Coordinator

GARY COMMUNITY SCHOOLS

Rosalyn Pool, Teleconference Coordinator

GREEN-SULLIVAN SPECIAL EDUCATION COOPERATIVE

Trent Rager, Teleconference Coordinator

HAMMOND CITY SCHOOLS

James Sands, Teleconference Coordinator

JAY-RANDOLPH JOINT SERVICES

Beverly McCoun, Teleconference Coordinator

LOGANSPORT AREA JOINT SERVICES

Nancy Hefley, Teleconference Coordinator

MISHAWAKA-PENN-HARRIS-MADISON

Pam Von Rahl, Teleconference Coordinator

MSD MARTINSVILLE

Margaret Hoffman, Teleconference Coordinator

Linda P. Swisher, Ph.D. CCC-SP/A
Department of Speech and Hearign Science
University of Arizona

Rachel E. Stark, Ph.D. CCC-SP
Department of Audiology and Speech Sciences
Purdue University

Jeanette S. Leonard, M.A. CCC-SP/A
Department of Audiology and Speech Sciences
Purdue University

Hope Gulker, M.A.
Early Childhood Specialist
PreSchool Speech/Language Program
Department of Audiology and Speech Sciences
Purdue University

This teleconference will present information on issues and strategies related to programming for communicatively handicapped 3-5 year old children. Linda Swisher will present an overview and national perspective of efforts to implement P.L. 99-457. Rachel Stark and George Karlan will discuss the training implications of P.L. 99-457 and Purdue's inter-departmental training grant program. The primary focus of the teleconference will be on integrated preschool program development, and related organizational, instructional strategies. Language intervention will be considered within an interdisciplinary model. Following the presentations there will be open discussion and questions

PARTICIPATING EDUCATION AGENCIES

INDIANA DEPARTMENT OF EDUCATION

DIVISION OF SPECIAL EDUCATION

Pat Wnek, Preschool Projects Coordinator

Covered Bridge Special Education District

Terre Haute

Clair Thorsen, Teleconference Coordinator

East Allen County Schools

New Haven

Muriel Downey, Teleconference Coordinator

East Chicago City Schools

Connie Manous, Teleconference Coordinator

Evansville-Vanderburgh-Posey Special Education Cooperative

Evansville

Lee Ann Shields, Teleconference Coordinator

Fort Wayne Community Schools

Will Searer, Teleconference Coordinator

Greater Lafayette Area Special Services

Joan Banning, Teleconference Coordinator

Hamilton-Boone-Madison Special Services Coop.

Indianapolis

Carol Land, Teleconference Coordinator

Logansport Area Joint Special Services

Nancy Hefley, Teleconference Coordinator

Madison Area Educational Special Services Unit

Sandra Dosey, Teleconference Coordinator

MSD Lawrence Township

Indianapolis

David Jann, Teleconference Coordinator

MSD Washington Township

Indianapolis

Cathy McPeek, Teleconference Coordinator

MDS Wayne Township

Nancy Breeden, Teleconference Coordinator

Porter County Special Education Cooperative

Valparaiso

Neil Carpenter, Teleconference Coordinator

R.I.S.E. Special Services

Indianapolis

Dorinda Weidenbenner, Teleconference Coordinator

South Bend Community Schools

Chuck Moore, Teleconference Coordinator

In addition to the above activities the project director provided the following services:

1. Assisted the Indiana Department of Education, Division of Special Education with equipment and technical support in establishing teleconference center in the Division office.
2. Provided consultation and technical support to; East Allen County Schools, East Chicago City Schools, Fort Wayne Community Schools, Greater Lafayette Special Services, Joint Educational Services in Special Education, Knox County Special Education Services, Logansport Area Joint Special Services, MSD Lawrence Township, North East Indiana Special Education Cooperative, Old National Trail Special Services Cooperative, Porter County Special Education Cooperative, Plainfield Community School Corporation, Indiana University, and Ball State University.
3. Present the Indiana instructional teleconferencing project on the program of the 1988 American Speech-Language-Hearing Association conference in Boston.

Evaluation:

The combined FY 87 speaker telephone offerings delivered 618 contact hours of instruction to 239 Indiana special educators from virtually every region of Indiana. To provide a cost savings perspective, selecting only the 16 speaker telephone graduate course participants from Evansville, Fort Wayne, Gary, Indianapolis, Munster, South Bend, and Vincennes as an example. Had they driven to the Purdue campus, the cost of transportation (24,388 miles x .225 cents per mile) alone would have been $5,487.30. If one were to calculate the 488 hours lost to drive time, the cost would be significantly greater.

Evaluation data again strongly supported the use of speaker telephone as an effective CSPD model. Of the 210 evaluations completed during FY 87 by LEA staff participating in the project:

---71 per cent agreed the information provided would have direct application to their work with handicapped children.

---86 per cent agreed that the speaker telephone conferences were excellent.

---97 per cent agreed that speaker telephone conferences should be continued.

Complete evaluation data for FY 87 are appended to this report.

Dissemination:

The project director will make this report available to ERIC, interested persons, agencies or institutions. The director and instructors will also disseminate project information at appropriate professional meetings.

In summary, the delivery of quality services to handicapped children is contingent upon a well-informed, competent staff. If we are to keep pace with the information revolution, we must continue to explore alternative CSPD instructional models which are time- and cost-efficient. Instructional teleconferencing has an important role to play in the dissemination of new knowledge. This project continues to provide an opportunity for Indiana universities to cooperatively with the public schools to explore alternative approaches to meeting the challenge.

Wednesday February 26, 1986 © 1986 (Federated Publications Inc.) Vol. 67, No. 64 ★★

Journal and Courier

Lafayette-West Lafayette, Indiana A Gannett Newspaper 35 Cents

Popcorn king bursting with answers for kids

By Dean Olsen
Journal and Courier

The library at Lafayette's Vinton Elementary School popped with excitement Tuesday.

Orville Redenbacher, the Indiana-born spokesman for a brand of popcorn that bears his name, chatted on the telephone with 17 first-graders as part of a Lafayette School Corp. program to motivate children in reading, writing, listening and speaking.

"He sounds younger on TV," Jennifer Thedans, 6, said after the group talked with Redenbacher, who spoke from California, where he now lives. Yet Matt McGreevy, 7, said Redenbacher sounds younger on the phone than on his commercials.

"He sounds like my dad," Matt said.

Redenbacher, a Purdue University graduate, helped de-

Orville Redenbacher

velop several strains of popcorn now grown by many northwest Indiana farmers and used in Orville Redenbacher's Gourmet Popping Corn.

See POPCORN, Page A3

A-1

Talking popcorn

By Frank Oliver

Bradley Foley ponders while Waylon Werner whispers in Andy Bates' ear.

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The Vinton Elementary School pupils talked by phone to popcorn king Orville Redenbacher.

The program is designed to motivate children in reading, writing, listening and speaking.

Popcorn

Continued from Page A1

Students used several microphones and a loudspeaker to ask questions and hear responses from the Brazil, Ind., native about himself and popcorn. The children wore paper bow ties that they colored so that they could look like Redenbacher, a bow tie wearer since his high school days.

The students fidgeted, each waiting a turn. They didn't mince words, either.

"How old are you?" Sara Eldridge, 7, asked.

"I am now 78 years old," Redenbacher said. Gasps filled the room.

Jennifer said later that Redenbacher must be the oldest person in the United States.

Jennifer asked him how strawberry popcorn is produced. He replied that in addition to the common white and yellow versions, popcorn can be bred to have strawberry, red, brown, blue and black stripes.

Redenbacher told the children that popcorn has existed for at least 5,600 years; it was eaten by Pilgrims and Indians at the first American Thanksgiving in the early 1600s.

When one student asked him if he eats popcorn every day, Redenbacher said: "There are not many days that I don't eat popcorn. I've always loved to eat popcorn, and it's a good health food."

He also made a plug for his brand after a student asked the origin of its name. "We called it gourmet popcorn because we developed a hybrid that was superior or better than any other hybrid on the market," he said.

The children didn't seem to notice the sales pitch, though. And they chimed a "thank you" at the end of the call.

The cost of the call will be paid through the school system's Instructional Teleconferencing program, which is financed with a state grant. Most classes have called the authors of books that students have read, so the call to Redenbacher was a first for the program.

Callie Marksbary, the children's teacher, said she is teaching a two-week unit on popcorn to coincide with the telephone call. She said her students will be learning about the history of popcorn, reading books and writing stories on the subject.

Next week, just for fun, they'll have a popcorn party.

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Friday February 28, 1986

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Vol. 67, No. 66 ★★

Journal and Courier

Lafayette-West Lafayette, Indiana

A Gannett Newspaper 35 Cents

Editorial Board
Richard L. Holtz, Publisher
William D. Florence, Executive Editor
Robert C. Kriebel, Editor
Judith K. Austin, Managing Editor

Opinions

Ours

Telephone class discussions are great!

Educators all over northwestern Indiana should be quick to follow the enterprise of Lafayette School Corporation — if they haven't thought of it already — in using the telephone "teleconference" to bring expertise into the classroom and provide a means of dialogue.

As you may have noticed in the story on our front page Wednesday, first-graders in Lafayette's Vinton elementary school got to visit with, and learn from, Orville Redenbacher. Despite all the syllables in it, his name is a household word because it is also a brand of popcorn.

The substance of the Vinton kids' dialogue with the 78-year-old Redenbacher is really not the point. The innovative means of teaching, getting a class' attention, and stimulating pupil input, is the real lesson here.

And one needs little imagination to push that scenario one step further, to a live television interview, with the "guest" appearing on the monitor of a TV set in front of the classroom.

It will be interesting to see whether this exciting new way of teaching spreads, and in what forms. Wouldn't it be interesting, in fact, merely to let your mind wander as to all the interesting, educational, and accessible "guest teachers" who could be involved?

The impact such teaching might have upon youngsters in such areas as honesty, substance abuse, cheating on exams, etc., alone is mind-boggling, as well as intriguing.

With no disrespect intended, we believe that there are never enough good teachers, really, and never enough exciting innovations in the little red schoolhouses across the land. Maybe that situation will change by dialing a phone.

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A Gannett Newspaper

Journal and Courier, Tuesday, March 4, 19

Editorial Board
Richard L. Holtz, Publisher
William D. Florence, Executive Editor
Robert C. Kriebel, Editor
Judith K. Austin, Managing Editor

Opinions

A

Yours

Teleconferencing can help education

Thank you for your editorial support for the Lafayette School Corporation's Instructional Teleconference Project and our efforts to use technology to help teachers motivate children in the mastery of the basic skills of reading, listening, speaking, and writing.

Communication Age magazine reports that 1,000 of the country's largest industrial and service organizations will spend about $30 billion on telecommunications in 1986. In contrast many educators still see the telephone as an administrative tool, and its use by teachers is discouraged. Not so in the Lafayette School Corporation.

Dean Olsen's excellent article on Vinton school's teleconference with Orville Redenbacher is only one example of the many interesting telephone instructional activities being conducted by our teachers. Calls are being completed to authors and illustrators of children's books, NASA, governmental agencies, home-bound students, political figures, and other business/career orientated individuals.

Children are not the only ones to discover the educational benefits of instructional teleconferencing. Last Thursday afternoon 50 LSC teachers, media and learning resource specialists, and principals and administrators met at Hiatt Center. The focus of the conference was to develop teaching strategies using instructional teleconferencing. Teachers experienced in the use of teleconferencing shared with those teachers anxious to get started.

A highlight of the workshop was a teleconference with Jim Trelease, an award-winning writer and artist, formerly with the Springfield (MA) Daily News. He is the author of *The Read-Aloud Handbook*, which was on the *New York Times* bestseller list. The lively discussion centered around the important fact that people who love learning have been read to as children.

But there is more to tell. When the workshop concluded, teachers lingered to talk, browse through books recommended by Mr. Trelease, and examine telephone equipment. An hour later we had to clear the room because it was time to use the teleconference equipment for the Greater Lafayette Area Special Services teachers who are taking an after-school graduate course titled "Parents as Partners in the Educational Process."

The speaker telephone graduate course project is the result of a grant awarded to Purdue University by the Indiana Department of Education. The goal is to develop a time- and cost-effective continuing educational program that delivers information directly to public school personnel. It is an inter-institutional cooperative effort to provide the state universities an opportunity to explore the potential of instructional teleconferencing.

Hiatt Center is one of seven locations around the state where teachers are taking the course. The course instructor is Dr. Jack Cummings, director of the School Psychology Program at Indiana University. He usually teaches the course from his office, but this week he taught from Las Vegas, where he is attending a meeting.

Teleconferencing has much to contribute to education. But, we must not become so fascinated by the technology that we forget for one moment that in the final analysis the key to successful teaching is a competent teacher who uses many creative ideas to motivate students to master basic competencies. Without mastery of the basics there is no technology.

Marietta B. Showalter, Learning Resource Teacher
Instructional Teleconference Coordinator
Lafayette School Corporation

Robert G. Showalter, Associate Professor and Speaker
Telephone Graduate Course Grant Coordinator
Purdue University

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2-15-97

By Tom Campbell

BEAR BACKERS: Mary Sturgeon's fifth-grade students at Vinton Elementary School are big Chicago Bear supporters, especially after holding a teleconference with Bear's coach Mike Ditka Tuesday.

Work in Vinton class is a real Bear

Teacher arranges interview with Ditka

By GREG ANDREWS
Journal and Courier

Students in Mary Sturgeon's fifth-grade class quizzed Mike Ditka Tuesday on everything from his height and weight at their age to his greatest moments in sports.

During a 30-minute teleconference, the outspoken coach of the Chicago Bears football team couldn't recall his dimensions as a fifth-grader, but he did recall moments from his childhood to inspire the Vinton Elementary School class.

"Listen to your parents and listen to your teachers, because they're trying to help you do the right things in life, even though you may not think so," Ditka said. "Then enjoy yourself. Have fun. Enjoy your classmates, and treat them the way you would like them to treat you."

Ditka, who received most of the questions in advance, answered most with machine-gun speed. But one involving his nemesis, William "The Refrigerator" Perry, appeared to catch him off guard.

"I just have to ask you this," said Marietta Showalter, a reading teacher who helped set up the teleconference. "I'm in Weight Watchers and I've lost 18 pounds. How is the Refrigerator doing?"

"Ah, that's not a real good subject right now," Ditka said. "He's not doing as well as you are."

The Ditka teleconference was the brainchild of Sturgeon, a Bears devotee who wanted to turn her mania into something educational. Sturgeon said the Bears epitomize characteristics she tries to teach her students — believing in themselves and giving their best effort.

"I get a hard time all the time because from August to May, I keep my Bears posters up in the room," she said. "So, I decided that if I was going to keep them up, I would make a lesson out of them."

Sturgeon this year integrated the Bears throughout her students' subjects. In math, for instance, she required students to add players' weights, and in English she required them to write letters to the players.

None of the players has responded to the students' letters, but Ditka responded to a letter from Sturgeon within a couple of days.

That prompted Sturgeon to try to set up the teleconference, an idea that pleased most of the students.

"Ever since I first watched them play, I thought they were great," a student, Eloy Gaeta, said.

Another student, Emily Junius, said: "I've always been a slight Bears fan, but not the biggest anybody could ever be. My teacher is one of the biggest."

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Who Said Talk Was Cheap?

Ronald Reagan is only the latest entrant in a have-tongue-will-travel boom, fueled by the growing number of trade conventions and vacation cruises featuring informative, motivational or amusing speakers. Some, like golf champs Arnold Palmer and Jack Nicklaus, reportedly ask for $45,000 because they really don't want—or need—to speak.

WHO	WHY	HOW MUCH
Ronald Reagan	Former president	**$50,000**
Nancy Reagan	Former first lady	**$30,000**
Paul Harvey	Radio commentator	**$35,000**
Oliver North	Ex-Marine, NSC operative	**$25,000**
Chuck Yeager	Sound-barrier breaker	**$25,000**
George Will	Influential columnist	**$18,000**
Mike Ditka	Chicago Bears coach	**$16,000**
Lee Iacocca	Chrysler boss	**$15,000**
Al Haig	Former secretary of state	**$15,000**
Danny Sullivan	Race-car driver	**$15,000**
Robert Ballard	Found the Titanic	**$12,000**
Yoshiro Nakamatsu	'Japan's Edison,' invented floppy disc	**$10,000**

SOURCES: INTERNATIONAL GROUP OF AGENTS AND BUREAUS, INDIANAPOLIS SPEAKERS BUREAU AND OTHERS. ALL FEES ARE APPROXIMATE.

WE DID!!

THE TEACHERS AND STUDENTS IN THE LAFAYETTE SCHOOLS.

LSC 8/87

Form A

EDUCATIONAL PROGRAM IMPROVEMENT GRANT APPLICATION 1987-88
For proposals related to instructional goals or CIPC projects

Complete pages 1 through 4 of the application and submit the application to the Curriculum Office at Hiatt on or before 5:00 P. M., September 30, 1987. **TYPE** all information. Retain page 5, the final report form, which is due on June 1, 1988.

SECTION I. PROPOSAL IDENTIFICATION

A. Project Title or Descriptive Phrase

Instructional Teleconferencing

B. Adult Participants (all educators who will be implementing the project)

	Person	School
Director	Marietta Showalter	Vinton/Washington
	Evah Belle Newton	Media, Hiatt Center
	Sue Born	Murdock
	Kay Dickson	Washington
	Mariann Durkes	Glen Acres
	Judy Snyder	Vinton
	Callie Marksbary	Vinton

C. Principal's Signature and Date_____

D. Total Amount Requested $2,000

E. Signature of Director_____

CURRICULUM OFFICE USE ONLY: Date Received_____ I.D.#_____

LSC 8/87

Curriculum Office Use

I D Assigned ____

SECTION II PROPOSAL NARRATIVE

A. Type a brief narrative that describes your project. Include the following information: What do you hope to accomplish? How will you accomplish it? How will you know if you have accomplished it? (If your project is funded, this paragraph will be published as a description of your project along with the amount you were awarded.)

This proposal requests a renewal of the instructional teleconferencing grant. This project will allow LSC elementary teachers, through the use of speaker telephones, to provide their students with the opportunity to interact with authors, illustrators, NASA, and consultants in various other career areas. The children will practice and improve their basic skills of reading, listening, speaking, and writing. Emphasis will be placed on preparing the children for each teleconference. This will include providing them with biographical as well as subject matter information. Much of the success of this teleconferencing project is derived from the materials we have used to make the phone calls concrete. Our classroom paperback book collections and video/audio cassettes are in demand throughout the school system. Questioning techniques will be studied so that higher level questions will stimulate thought processes as well as help students obtain as much knowledge as possible during the interview. Each child will have an opportunity to speak to the individual being called. Teachers will be encouraged to audio and/or video tape these events so that children can replay the conversations and look for ways to improve future teleconferences. Written activities will provide follow- up. A workshop will be provided so that teachers who are new to teleconferencing can familiarize themselves with the equipment, develop instructional strategies, and share ideas for planning successful teleconferences. Newsletters will be distributed to all participating teachers and administrators. We will know that our goal has been accomplished by looking at numerical data as well as evaluations completed by participating teachers.

B. Which of the instructional goals or CIPC approved projects will your project address? Check one.

Goal 1 ___ Goal 2 _X_ Goal 5 ___ Goal 7 ___ Goal 10 ___

TEACH project ___ Student Recognition project ___

C. What is the specific goal of your project? (What do you expect to result from the activities you are proposing?) The specific goal of this project is to provide a motivational opportunity for students to practice and improve their basic skills of reading, listening, speaking, and writing through the use of a speaker telephone system.

D. List in chronological order, the **MAJOR** tasks or activities you will perform in order to implement your project. Indicate who will be responsible for each task or activity and what, if anything, it will cost.

Activities/Tasks	Person(s) Responsible	Cost
Equipment checked	Media Services	Provided by LSC
Distribute Newsletters	M. Showalter	Provided by LSC
Arrange workshop	Steering Committee	
Stipends for new participants, 22 @ $15		$330.00
Social Security/Retirement		47.98
Schedule demonstration call		50.00
Prepare materials: Learning center Handouts, folders, and name tags		Provided by LSC
Arrange teleconferences	Participating teachers	1,072.02
Materials		
Video tapes		Provided by media
Audio tapes		Provided by media
Film and developing to take pictures of classes and teleconferences		Provided by media
Postage for mailing student pictures and letters		Provided by principals
Classroom collections of paperback books and AV material about individuals who have participated or indicated a willingness to participate in teleconferencing.		500.00
Total		$2,000.00

E. How many students will benefit directly from your project? During the 1987 teleconferencing season 49 teachers participated in 51 teleconferences. If we expand to include 50 classrooms of approximately 22 children each, 1100 students will benefit directly from our project.

At what grade level(s)? Kindergarten through grade five.

F. How can the results of your project be of use to other teachers or buildings?
The project is growing rapidly. Last year 49 teachers participated. Other elementary teachers will be invited to take part. The emphasis of our workshop will be on supporting teachers new to teleconferencing. They will be encouraged to place local calls to help them feel comfortable with procedures and equipment. When possible, they will be offered opportunities to sit in on calls being placed by experienced teachers. If availability of equipment and money make it necessary to limit participation, selection of participants will be based on prior involvement of the individuals as well as inclusion of each elementary school.

G. Cite specific ways in which you will evaluate your project. (What information will you gather to determine if your project has accomplished what you listed as your specific goal in letter B above?)

Evaluation of the project will include:

Number of children involved and number of phone calls made for each participating building.

A list of individuals that have been willing to talk with our students during the 1986-87 teleconferencing season.

Evaluation and suggestions of each participating teacher. This statement should include how the call fit into the classroom curriculum, preparation of the students for the phone call, and follow-up activities.

A collection of all newsletters sent to participants during the 1987-1988 project. These will include an on-going account of activities that have taken place.

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GLEN ACRES THIRD GRADE
Lafayette, Indiana

A SPEAKER-TELEPHONE VISIT

WITH

EZRA JACK KEATS

AUTHOR AND ILLUSTRATOR

GOAL:

In cooperation with Purdue University, this project has been designed to stimulate interest in and develop the basic skills of speaking, reading, and writing.

OBJECTIVES:

Prior to the phone call, each child will listen to and discuss Ezra Jack Keats' stories.

Children will read Ezra Jack Keats' stories independently.

Every child will prepare questions to ask Ezra Jack Keats in a speaker-telephone conference.

After the formal question and answer period of the phone call in which the children's written questions are used, the students will spontaneously interact with Ezra Jack Keats.

After the phone call each child will be given a home assignment to write to Ezra Jack Keats.

Emphasis will be placed on (1) What makes a story good? (2) How do illustrations contribute to the effectiveness of a story? and (3) What are the advantages and disadvantages of being an author?

HI, CAT!

PET SHOW!

SKATES!

WHISTLE FOR WILLIE

PETER'S CHAIR

THE SNOWY DAY

MAGGIE AND THE PIRATE

LOUIE'S SEARCH

GOGGLES

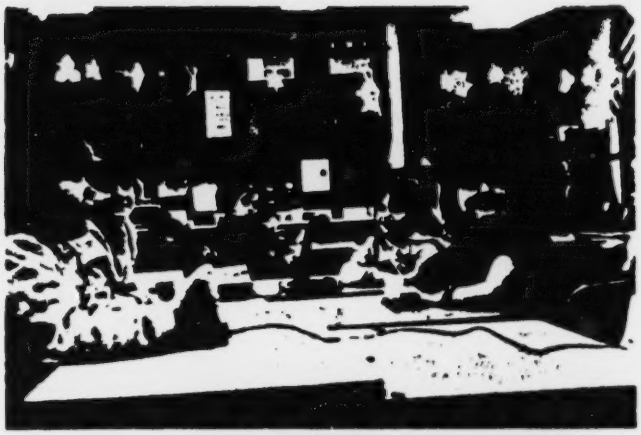
A LETTER TO AMY

THE TRIP

DREAMS

REGARDS TO THE MAN IN THE MOON

READING IS FUNdamental



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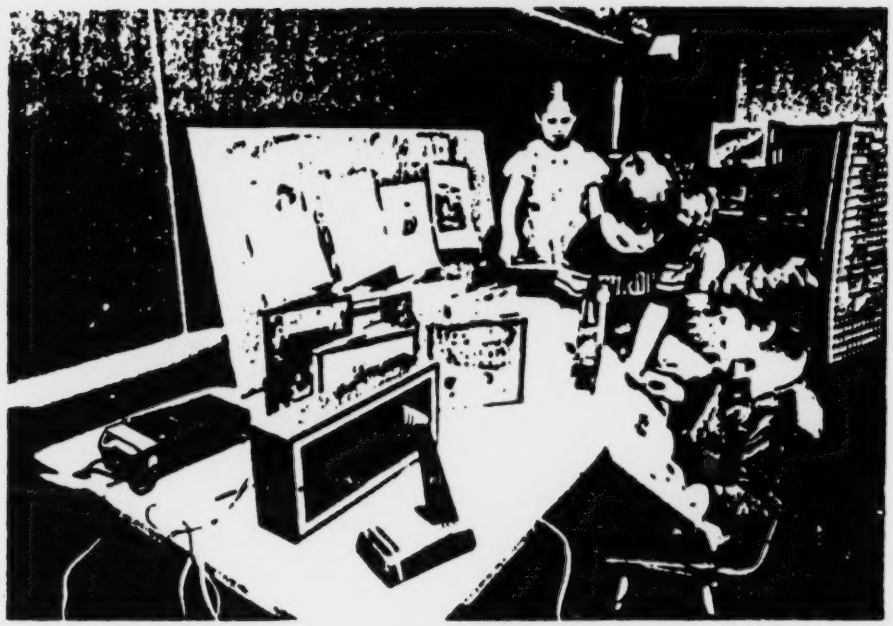
SPEAKER TELEPHONE WORKSHOP

HELPING CHILDREN

"REACH OUT AND TOUCH SOMEONE"



Lafayette School Corporation is providing funds to expand speaker telephone instruction in our elementary grades. The use of the speaker telephone in the classroom has proven to be an innovative, exciting, and effective educational tool.

Marietta Showalter, third-grade teacher at Glen Acres, will present an overview of the speaker telephone projects she has implemented in her classroom. This presentation is designed to acquaint teachers with the use of speaker telephones and their instructional application. The session will include a brief demonstration call.

If you are interested in hearing more about this program, please attend the introductory session from 1 p.m. until 2 p.m., at the February 22nd in-service. THIS SPEAKER TELEPHONE WORKSHOP WILL BE HELD IN THE BOARD ROOM AT HIATT CENTER.

Funds are available for installation and use of speaker telephone systems in those schools indicating highest interest.

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LAFAYETTE SCHOOL CORPORATION

EDUCATIONAL TELECONFERENCING NEWSLETTER

March 17, 1986

END OF THE SEASON ACTIVITIES! We can tell by the number of people calling for equipment that lots of calls are being made. Keep going! We have until **MARCH 28.** Another unit has been put into service. Call Loretta at Hiatt Media Services to get your name on her list.

WORKSHOP WRAP-UP. Your evaluations tell us that the workshop and Jim Trelease were enjoyed by all. The small group discussions generated excellent ideas. Our problem is that time was short, and the complete list is not in writing. These are the notes I took. Please give your coordinator any additional ideas that you remember from your group so that we won't loose them. Possibilities for calls: seed companies, I Can (Zig Ziglar), stock broker, Otis Bowen, Bob McClain, senior citizens, pen pals, Alaska, athletes, Jane Pauley, and Barb Davies' jelly bean professor. **If any of you participants who were not able to attend the workshop want a copy of the new teleconferencing manual, just let me know. Also, we are circulating the Read-Aloud Handbook and tape. If you want your name on that list, let me know. We also have 2 by 4 foot ceiling tiles to use as portable bulletin boards. Pick them up in room 15 at Vinton.**

APPROACHING CALLS. Here is a partial list of calls that will be made. You are welcome to visit any of these if you want to see first hand children in teleconferencing action.

Mike Thaler, March 10, 1 P. M.	Washington, Bill Tractman 6
1:45 P. M.	Oakland, Mary Alice Burget 2
Arnold Lobel, March 12	Crouch
Betsy Byars, March 12	Crouch
Christopher Collier, March 12	Crouch

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Peggy Parish, March 18
Clyde Bulla, March 18, 1 P.M.
March 25, 1 P.M.
John Peterson, March 20, 9 A.M.
Florence Parry Heide, March 20, 12:30 P.M.
Elizabeth Levy, March 21, 9 A.M.
1:15 P.M.
Johanna Hurwitz, March 25, 10 A.M.
Clifford Hicks, March 25, 9 A.M.
Ruth Belov Gross, March 26, 9 A.M.
Robert Kimmel Smith, March 27, 9:30 A.M.
Pat Reilly Giff, March 28, 10 A.M.

Oakland, Mary Alice Burget 2
Washington, Dave Hobbs 5
Vinton, Jeff Russow 6
Vinton, Mary Sturgeon 5
Washington, M. Showalter LRT
Glen Acres, Sally Cole 3
Washington, Eileen Steele 5/6
Edgelea, Carol Griffith 3
Vinton, Sharon Milligan 4
Miller, Pat Bennett 6
Vinton, Jan Young 6
Washington, Barb Geiger 1

In addition, calls have already been made to NASA, Peggy Parish, Orville Redenbacher, Arnold Lobel, and Norman Bridwell. The final newsletter will include a complete list of this year's calls.

CLASSROOM COLLECTIONS. The following books were ordered March 6, 1986. Please keep notes of others that you would like.

Clyde Bulla	
Shoeshine Girl	10
Betsy Byars	
The Cartoonist	10
Trouble River	10
Patricia Reilly Giff	
The Winter Worm Business	10
Rat Teeth	10
Ruth Belov Gross	
Mouse's Wedding	10
A Book About Benjamin Franklin	10
Johanna Hurwitz	
Nora and Mrs. Mind-Your-Own-Business	10
Baseball Fever	9
Elizabeth Levy	
Take Two, They're Small	10
Peggy Parish	
Dinosaur Time	9
Robert Kimmel Smith	
The War with Grandpa	10
Mike Thaler	
Magic Letter Riddles	10
My Puppy	10

Marietta Showalter, Learning Resource Teacher
Vinton/Washington

SPEAKER TELEPHONE ACTIVITIES

NAME Betty [redacted] SCHOOL Miami

NUMBER OF CHILDREN PARTICIPATING 19 GRADE LEVEL 4

PERSON CALLED Jerry Ruckman

CALLS MADE:	DATE	LOCATION	NUMBER CALLED
ARRANGE	Mar. 3	N.Y. City	Crowell Publishing 212-207-7044
	Mar 11		Last 2 call Lines
REMIND			
S/P CALL	Salt Lake City Utah		801-943-0135

How did this call fit into your classroom curriculum?

She is an Omar author - also Young Hoosier

Describe activities used to prepare children for phone call.

Took class picture & discussed resume' of the author.

Read Night Journeys & Walking to Chilling - also Walter the Giant - Mrs. Ruckman sent an auto-graphed copy - Spent 45 min writing questions to ask. Spent time practicing with system

Describe activities used as follow-up.

Wrote thank you letters

Evaluation and suggestions: It was a thrilling experience - Author read Picture of Family & letter - was so enthusiastic.

Please send a copy of phone bill(s) as soon as it is available.

Return to: M. Bhowalter
Vinton School

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SPEAKER TELEPHONE ACTIVITIES

NAME Steve [redacted] SCHOOL Murdock

NUMBER OF CHILDREN PARTICIPATING 26 GRADE LEVEL 3

PERSON CALLED Patti Smith

CALLS MADE:	DATE	LOCATION	NUMBER CALLED
ARRANGE	2/10/87	Murdock to Dallas	1-800-527-0366
REMIND	2/27/87	My Home to Dallas	No charge
S/P CALL			

How did this call fit into your classroom curriculum?

We were able to discuss ideas from our "I Can" Class.

Describe activities used to prepare children for phone call.

Showed pictures of people in Dallas, Zig Zigler Corp. Discuss good question writing. Practiced reading questions out load.

Describe activities used as follow-up.

Discussed questions which were still confusing. Wrote thank yous to Mrs. Smith

Evaluation and suggestions: Super Activity, everyone was great. I'll do it next year. The kids really get into this.

Please send a copy of phone bill(s) as soon as it is available.

Return to: M. Showalter
Glen Acres School

Andrew: Do you have any pets?

Melinda: How can you be a better "I Can" student?

Chasity: Is Uncle Zig ever coming to Murdock?

Stacy: What kind of "I Can" lessons have you taught?

Jason Jackson: How many "I Can" lessons have you taught?

Anthony: What do you do on Saturday & Sunday?

Becky: How long does it take to be an "I Can" teacher?

Keila: How do you get to your speeches and business?

Rochelle: How long have you been teaching "I Can"?

Kristen: Have you ever heard Uncle Zig say "I Can't"?

Eric F: How can we control our attitude so it's positive?

Ricky: Do adults learn "I Can" also?

Jon: What's a good thing to do to improve our self image?

Eric Harris: Who should have "I Can"?

Darrin: What can I do to stay positive all day, every day?

Roddy: What does "See You at the Top" mean?

Josh: What is your favorite vitamin?

Carl: Can you tell us what "Kicking the Cat" means?

Megan: Would you share what Mrs. McCullough is like?

Kelly: Is there something I could teach my family about "I Can"?

David: Does Uncle Zig have any kids?

Jason Massey: What does your husband do?

Jennifer: Why are people so negative now days?

Jeff: Which is more important in "I Can", The Stairway to the Top or The Foundation Stones?

Craig: When should someone start "I Can"?

Who came first, Miss Mamie and "I Can" or Uncle Zig?

What's your favorite thing about your job?

PROCEDURES FOR USING

INSTRUCTIONAL TELECONFERENCING

LAFAYETTE SCHOOL CORPORATION

1987-1988

Marietta B. Showalter
Learning Resource Teacher
Vinton and Washington Schools

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Cover cartoon courtesy of General Telephone Company of Indiana, Inc.

CHECK LIST

PROCEDURES FOR USING INSTRUCTIONAL TELECONFERENCING

I. Plan the phone call

A. Schedule room pictures

1. Label

2. Mail when teleconference is confirmed

B. Select call recipient and clear with Hiatt Media Services

C. Schedule teleconference date and time

1. Place call or write letter to recipient

2. Confirm in writing. Keep a copy for your own information and give a copy to your media specialist.

D. Schedule equipment

II. Advance preparation

A. Collect support materials (biographical information, classroom collections from project director, posters, library books, letters)

B. Assemble learning center

C. Children and teacher read and discuss materials written by or about speaker

D. Review letter-writing skills

E. Flyer to parents (if desired)

F. Plan other appropriate and enjoyable activities to help make the call concrete for the students

1. Art lesson/sketching characters
2. Audio/video cassettes or film strips
3. Writing poetry
4. Dressing as characters in books being studied
5. Theme parties

III. Count-down

A. Pick up equipment

B. Set up and test equipment

C. Direct dial invited speaker the day before the teleconference to confirm phone number and time

IV. Prepare questions

A. Children write questions they would like to ask speaker

B. Teacher arranges questions in logical sequence

C. Seat students in speaking order

D. Rehearse

V. Phone call

A. Notify others with access to phone line that line will be in use.

B. Set up tape recorder/video equipment

C. Initiate phone call

1. Dial number

2. Turn on amplifier

3. Hang up receiver

4. Adjust volume

VI. Trouble shooting

A. Static, weak volume, or line noise

B. Talk-bars

C. Clipping

VII. Follow-up

A. Write letters

B. Put tape(s) in learning center

C. Complete phone and evaluation forms and give to building coordinator

D. Return equipment and materials

Complete text of this manual on file with Ken Bird

GLEN ACRES THIRD GRADE
Lafayette, Indiana

A SPEAKER-TELEPHONE VISIT

WITH

EZRA JACK KEATS

AUTHOR AND ILLUSTRATOR

GOAL:

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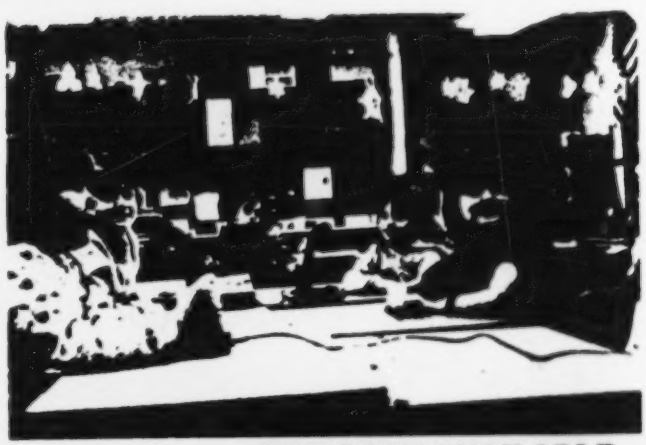

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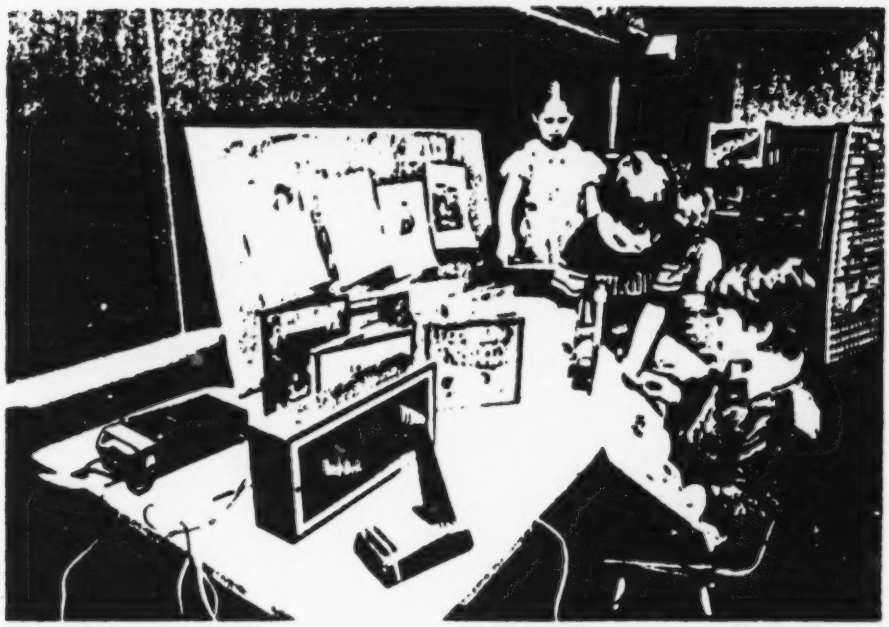
SPEAKER TELEPHONE WORKSHOP

HELPING CHILDREN

"REACH OUT AND TOUCH SOMEONE"



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Funds are available for installation and use of speaker telephone systems in those schools indicating highest interest.

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LAFAYETTE SCHOOL CORPORATION
INSTRUCTIONAL TELECONFERENCING NEWSLETTER
November 22, 1988

Now hear this ! ! The official teleconferencing season has arrived. It is time to start thinking about how **you** can enhance your classroom curriculum with a well-planned phone call. Our goal is to provide motivational opportunities for our students to practice and improve their basic skills of reading, listening, speaking, and writing through the use of speaker telephone systems.

Planning calls. Decide whom you would like to call. **Then, please check with Loretta Hobson, Hiatt Media, before you contact that person! She can help you with phone numbers, and she can also tell you if that person is being overused by us.** We do not want to lose our welcome with any of the wonderful people who have consented to visit with our children. We hope to make not more than two calls to any one individual during a school year.

We encourage media specialists to help you set up your teleconferences. However, **each participating teacher should be willing to set up an appropriate learning center, write questions and follow-up letters, and pick-up and return equipment.**

Steering committee. Your steering committee includes Lee Forester, Hiatt Media Center; Sue Born, Murdock; Kay Dickson, Washington; Grace Gillespie, Durgan; Callie Marksbary and Judy Snyder, Vinton; and Marietta Showalter, Vinton/Washington. Any of us will be eager to help you get started.

Changes in funding. Since CIPC guidelines no longer allow telephone charges, the LSC has set aside $500 that participating teachers may use for long distance tolls. This money will be divided equally among the elementary schools so that each will have a budget of $50--or approximately three teleconferences (including short arranging and reminder calls). If your school is one that will need more money, please try to arrange for additional funding. Many parent groups are very willing to support this excellent project. We will not be able to add to our classroom collections this year, but we are planning an after-school workshop in January. We want to help teachers who are new to our program develop strategies for successful teleconferencing. Stipends will be provided.

Workshop information. Although we do not have all details confirmed, we do know that Jacque Wuertenberg has agreed to participate in our demonstration call. This will be a short preview of the treat we will enjoy when she visits Lafayette for our Young Authors' Conference in February. In 1969, Jacque was honored as one of the "Outstanding Young Women of America." She says, "I am convinced that each person is a potential writer" and then goes about proving it with a myriad of ideas, methods, and materials.

Equipment. As you know, our equipment has given us good service for a number of years. Vinton School is buying a new teleconferencing unit for use in that school. In January, Lee Foerster will be purchasing another that can be used throughout the system. Selections are being made. We will

provide information to any school interested. It looks as if a digital unit with built-in phone, four microphones, and carrying case will be about $950.

Information from last spring's evaluation. LSC elementary teachers were involved in 53 teleconferences. Calls were placed to authors/ illustrators, politicians, classroom teachers on sick leave, scientists, a commercial artist, a railroad safety engineer, a magician, educators, and coaches. (A complete listing is attached.)

Comments were overwhelmingly positive.

> Frank Yazvac, student teacher in Vinton fifth grade writes, "The speaker/author was delightful and did not hesitate to answer any questions. She made each student feel important." (Elizabeth Levy)
>
> Carolyn Rose, Durgan first grade, says, "This was an educational culminating experience which was most exciting for the children. It was an excellent way to bring government alive. (Senator Lugar)
>
> Pamela Stall, Murdock second grade, reports, "This was my first call, and I was very pleased with everything. Mrs. Lester was very enjoyable to talk with. . . .I would recommend her for other classes to call. (Helen Lester)

Our inventory of classroom collections of paperbacks and audio-visual tapes was expanded. These materials have become increasingly popular each year. When they are not in use for a teleconference, they are being borrowed by teachers who enjoy using multiple copies of motivational literature with their reading groups.

Teleconferencing was an important component of the Public Schools Foundation parent project at Vinton/Washington Schools. We talked with Jim Trelease, author of *The Read-Aloud Handbook*. The evening calls come through loud and clear and are very inexpensive, about $6.50. We also utilized teleconferencing in our Lilly Endowment REAP Project at Washington School. The students and parents talked with Robert Kimmel Smith. Students followed with a call to Patricia Reilly Giff.

Robert Kimmel Smith invited the REAP group to Indianapolis to meet with him before he received the Young Hoosier Award. We were all disappointed to wake up to an ice storm the morning of the proposed trip.

Callie Marksbary expanded video teleconferencing. She received a Teacher Technology Fellowship grant from the Indiana Department of Education. The project's goal is to provide a video-teleconference link-up between Indianapolis and her classroom. An instructional, promotional video tape is being produced to assist teachers in setting up video-teleconferences.

A teleconference was conducted as part of a GLASS hearing. In addition, the equipment was used to make original and a back-up tapes of the proceedings.

The Steering Committee agrees unanimously that the LSC educational teleconferencing project is worthwhile and should be continued with as much Corporation support as is possible.

Marietta Showalter, Project Director

1988 TELECONFERENCES(*Video)

Person Called	Called by Teacher, Grade	School
Martha Alexander	Stewart, 1	Vinton
Lorna Balian	Cray, 2	Washington
Molly Bang	Weber, 2	Washington
	Hoyt, 1	Murdock
Jeff Bechtold, Superconduction	Martin, 4	Murdock
*Steven Beering, Pres. Purdue	Roush, 4	Vinton
*Vicki Bollock, Artist	Roush, 4	Vinton
Norman Bridwell	Andrews, 2	Oakland
Miriam Cohen	Marksbary, 1	Vinton
*Cowboy Bob	Marksbary, 1	Vinton
Dick Gackenbach	T/C Wksp	
	Showalter, LRT	Vinton
	Charlton, K	Durgan
Patricia Reilly Giff	READ, 4/5	Washington
	Davies, 2	Glen Acres
Bob Gregory, Weatherman	Sparks, 2/3	Vinton
Ruth Belov Gross	Showalter, LRT	Washington
*Mike Havey, Historian	Leill	Miller
James Howe	Mitchell, 5	Vinton
Thacher Hurd	Michael, 1	Durgan
*Casey Jones, Railroad Safety	Sparks, 2/3	Vinton
Mavis Jukes	Weist, 3	Washington
*Gene Keady, Coach	Houston, 5	Washington
Suzy Kline	Pelham, 2	Durgan
Steven Kroll	Mosson, LRT	Durgan
Andrew Lang, student at home	Stewart, 1	Vinton
Helen Lester	Stall, 2	Murdock
Elizabeth Levy	Sturgeon, 5	Vinton
Senator Richard Lugar	Rose, 1	Durgan
*Jane Martin, Columbian Park Zoo	Heslin, 1	Miami
Mercer Mayer	Aker, 1	Durgan
*Jean McGroathy, Humane Society	Marksbary, 1	Vinton
Gail Michael	Gillespie for 1	Durgan
Professor Moffat, Music/P.U.	Milligan, 4	Vinton
Joy Muncie, teacher	Kerr, 5	Durgan
Peggy Parish	Keefe, 2	Durgan
	Trueblood, 2	Oakland
*Bill Paterson, Fire Dept.	Cray, 2	Washington
*Subaru-Izuzu, Automotive	Young, 5	Glen Acres
Al Slote	Dietel, 4	Durgan
Robert Kimmel Smith	READ, 4/5	Washington
	Moriarty, 5	Durgan
	Young, 5	Glen Acres
	Roberts, 4	Miami
Donald Sobol	Reynard, 3	Durgan
	Wilhelm-Chapin	Miller
*Bob Sparks	Brickler, 3	Oakland
Jim Trelease	READ	Washington
Brenton Turkle	Marquie, 2	Vinton
Chris Van Allsburg	Redmon, 2	Murdock
Bernard Waber	Halsema, 3	Durgan
	Holloway/Clemence, 1	Oakland
Paula Woods, TCHA	Lane, 4	Washington
Jane Yolen	Sparks, 2/3	Vinton

This is a total of 53 calls. These individuals are authors/illustrators if not designated otherwise.